

# **Jackson Independent Schools**

## **Personnel Performance Evaluation Guidelines**

### **A Handbook of Guidelines and Procedures For Formative and Summative Evaluation of Certified Staff**

Revised April 2009

**Jackson Independent Schools**

**Jackson, Kentucky**

Certified School Personnel Evaluation Planning Committee	4
Evaluation Committee Meeting Minutes	5
Certified Personnel Evaluation Plan Checklist	6
Assurances	8
Foreword	9
Nondiscrimination Policy Statement	10
Introduction	11
Glossary of Evaluation Terms and Definitions	12
Jackson Independent Schools Certified Personnel Evaluation	15
704 KAR 3:345 Evaluation Guidelines	20
KRS 156.557 Standards for Improving Performance of Certified School Personnel	25
Jackson Independent School Board Policy Evaluation of Employees	28
Internship/Professional Growth and Evaluation Process	29
Yearly Evaluation timeline	30
Staff Evaluation Procedure	31
Orientation Plan	32
Instruction for Completing the Growth Plan for Certified Staff /Individual Profession Growth Plan	34
Professional Growth Plan	36
Annual Goal Statement Form for Administrators	37
Goal Statement Feedback Form	38
Phase II (Observations)	40
Evaluation Standards and Performance Criteria for Teachers	41
Standards and Indicators for School Improvement	45
Teacher Pre-Observation Worksheet	46

Formal Teacher Evaluation Observation	
(Data Collection Summary)	47
Walk-through Observation Form	54
Evaluation Standards and Performance Criteria for Administrators	55
Formative Evaluation Form for Administrators	
(Data Collection Summary)	58
Phase III	64
Summative Evaluation and Conferencing Form (Administrator)	65
Summative Teacher Evaluation	69
Teacher Improvement Plan (Individual Corrective Action Plan)	70
Evaluation Instrument for Administrators	71
Summative Report of Administrator's Performance	72
Central Office Staff Summative Report	74
Appeal of Evaluation	75
Request for Appeal Hearing of Evaluation	77

**Certified School Personnel Evaluation Planning Committee**  
**Review and Revision – April 2009**

Jackson Independent Schools  
940 Highland Avenue  
Jackson, KY 41339

Superintendent: Mr. Timothy D. Spencer

Evaluation Contact Person: James W. Yount  
Principal  
606-666-5164

In compliance with 704 KAR 3:345, an evaluation committee was selected to represent the certified staff. The Evaluation Planning Committee Members are as follows:

**Administrators:**

Mr. Timothy D. Spencer, Superintendent  
Mrs. Susan Watts, Instructional Supervisor  
Mr. James W. Yount, Principal, Jackson City School  
Mr. Charles J. Coots, Chief Information Officer  
Mrs. Christa Collins, Director of Special Education

**Teachers:**

Mr. Larry Turner, High School Lead Teacher  
Mrs. Elizabeth Ingram, Middle School Lead Teacher  
Mrs. Diane Little, Primary School Lead Teacher  
Mr. Charles J. Coots, High School Teacher  
Mrs. Christa Collins, Special Needs Teacher

# **Jackson City School**

## *Jackson Independent School District*

Mr. James W. Yount  
940 Highland Avenue  
Jackson, Kentucky 41339  
Phone: 606-666-5164

### **Evaluation Committee Meeting Minutes**

#### **April 24, 2009**

#### **1:00 p.m.**

Members Present: Diane Little, Elizabeth Ingram, Larry Turner, Christa Collins, Charles J. Coots, Susan Watts, and James Yount.

The following items were discussed and approved by the committee:

- Updated the Summative Evaluation form to include Standard 10 (technology).
- Approved the adoption of the ISLLC Evaluation Standards for Education Administrators.
- Approved the posting of updated 704 KAR 3:345 Evaluation Guidelines and KRS 156.557 Standards for Improving Performance of Certified School Personnel in the Jackson Independent School Personnel Performance Evaluation Guidelines.

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District Contact

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EXEMPLARY CITY SCHOOLS SINCE 1910

District: Jackson Independent

Evaluation Contact Person: James W. Yount

Date of Review: June 18, 2009

**Certified Personnel Evaluation Plan Checklist**

Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.557 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	
			<b>A. Plan developed by evaluation committee:</b>
(3) (c) 1	4 (1)	4, 20, 26	1. Equal number of teachers and administrators
	3	8, 20	2. Approved by local board of education
			<b>B. Plan provides for:</b>
	6	4, 22	1. Designated contact person
	6(2)a	22	2. District trains primary evaluators in the local evaluation process
	5 (2)	21	3. Explanation to and discussion with all certified personnel “no later than the end of the first month a. of reporting for employment for each school year”
	5 (3)	22, 41, 45	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	20, 25, 46, 69	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	20, 26, 28, 31	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	17, 20, 26	7. Third party observer process
(3) (c) 3	4 (2) (b)	17, 21, 26	8. Observations conducted openly
	4 (2) (c)	16, 21	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	16, 21	10. Annual review of growth plans
	4 (2) (d)	16, 21, 35	11. Provisions for Superintendent’s professional growth pursuant to KRS 156.111
	4 (2) (e)	17, 21	12. Conference within one week of observation
	4 (2) (e)	15, 21, 69	13. Summative conference includes all evaluation data
	4 (2) (f)	21, 29-31	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	21, 28-29	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	17, 21, 28, 29	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	21, 28, 30-31	17. Summative evaluations for administrators annually
	4 (2) (j)	21, 28	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	21, 28	19. Opportunity for written response/become part of official file
	4 (2)(m)	21, 28	20. Copy of evaluation provided to evaluatee
(3) (c) 5		26, 70	21. Corrective action process

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced*		C. Teacher and Administrator Evaluation forms include:
		Teacher Forms	Administrator Forms	
	5 (1)	47	55	1. Specific descriptors or indicators that can be measured or observed and recorded
(2)		47	55	2. List of performance criteria for teachers and administrators:
(a)		78	78	Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
(b)		45, 47	55, 58	Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices
(c)		45, 47, 69	58, 65	Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques
(d)		45, 47	55, 58	Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences
(e)		45, 47	55, 58	Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others
(f)		45, 47, 78	55, 58, 78	Performance of duties consistent with school, community goals and administrative regulations
(g)		45, 47	55, 58	Demonstration of use of resources, including technology
(h)		36, 45, 47	36, 55, 58	Demonstration of professional growth
(i)		45, 47	55, 58	Adherence to the professional code of ethics
(j)		45, 47	55, 58	Attainment of other established EPSB standards not included in above
(6)				<b>D. Appeals process that includes:</b>
	7 (1)	23	75	1. Right to a hearing
	7 (2)	23	8, 17, 21	2. Opportunity to review all documentation submitted by both parties reasonably in advance
	7 (3)	23	76	3. Right to presence of chosen representative
	9	23	77	4. Opportunity to appeal to Kentucky Board of Education

**\*Section C** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced.

## ASSURANCES

### CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Jackson Independent School District hereby assures the Commissioner of Education that:

The evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date



## **Foreword**

Kentucky law requires that each school district adopt board policy pertaining to staff evaluation and that a plan and procedures be submitted to the State Department of Education for approval.

This handbook, revised by a committee of administrators and teachers , is designed to orient staff to the local board policy, to the procedures to be utilized to implement the evaluation plan, and to serve as a reference when needed.

The purposes of the evaluation program are stated in board policy. The system has been developed on the premise that our staff is professional, motivated, and continually striving for self and program improvement. With this in mind, all of us involved in the evaluation process are aware of the seriousness of their undertaking while at the same time positive as to its benefits for personal growth and the improvement of the educational program of this school district.

# *Jackson Independent School District*

*Mr. Timothy D. Spencer, Superintendent*

940 Highland Avenue  
Jackson, Kentucky 41339

(606)-666-4979 • Fax (606)-6664350

## Board of Education

Mr. Marty D. Hayes, Chairperson  
Ms. Terri Halsey, Vice-Chairperson  
Mr. Wallace G. Lemons, Member  
Mrs. Veronica McDuffee, Member  
Mrs. Sheretta Haddix, Member

## **PERSONNEL PERFORMANCE EVALUATION NONDISCRIMINATION POLICY STATEMENT**

The Jackson Independent Board of Education does not discriminate on the basis of sex in the educational programs or activities that it operates, and is required by Title IX of the educational amendments of 1972 (P.L. 92-318), not to discriminate on the basis of handicap, in treatment, admission or access to, or employment in, its programs or activities as required by the Rehabilitation Act of 1973 (P.L. 93-112), as amended, Section 504, nor does the board of education discriminate on the basis of race, color, national origin, age, religion, or marital status, in the educational programs or activities it operates, as they are contained in the provisions of Title VI of the Civil Rights Act of 1964.

### *An Equal Education and Employment Institution*

Any person having inquiries concerning the Personnel Performance Evaluation is directed to contact

Mr. Timothy D. Spencer  
940 Highland Avenue  
Jackson, KY 41339  
606-666-4979

*Jackson City School – Since 1910*

## **INTRODUCTION**

Personnel evaluation is an important tool school districts utilize to help assure the public, community, parents, and students that providing a quality education is foremost. Evaluation system accountability lies primarily at the school-district level. Kentucky's Education Reform Act set goals with high academic expectations for students. Higher performance standards for teachers and school administrators were adopted in 1994. The Jackson Independent School's evaluation committee incorporated these new initiatives into the district evaluation plan, including procedures, and forms used. Fair and acceptable personnel evaluations can reinforce outstanding individual performance; can identify professional opportunities for individuals; and can provide supportive evidence for removing harmful or incompetent individuals. When these results occur, classroom instruction improves.

## **Glossary of Evaluation Terms and Definitions**

(as applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in **KRS 156.101, 704 KAR 3:345**, and **KRS 160.345 (2) ©**.

**Administrator:** any staff persons who devotes the majority of his/her employed time to service as principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent, any assistant, associate, or deputy superintendent.

**Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with their evaluation.

**Conference:** is a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas of growth leading to establishment or revision of a professional growth plan.

**Corrective action plan:** a plan developed by the evaluator and evaluate as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.

**Evaluated:** one whose behaviors and performances are being observed, examined, appraised, or critiqued.

**Evaluation:** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, and performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

**Evaluation committee:** consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

**Evaluation plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. Both the plan and the procedures must be approved by the Kentucky Board of Education.

**Evaluation procedures:** as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

**Evaluator:** one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

**Formative evaluation:** is a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance, and including non-classroom related data.

**Indicators:** are measurable behaviors and out comes which demonstrate performance criteria.

**Instructional leaders:** are principals with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education. Principals have the primary responsibility for instructional leadership in the schools to which they are assigned.

**Job category:** is the term used to signify a group or class of positions with closely-related functions such as: principal, coordinator, or director.

**Monitoring:** to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers' lesson plans, units of study, interactions with students, parents, and each other).

**Observation:** a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

**Observee:** one who is observed by the observer.

**Observer:** one who sees and reports behaviors. This is usually the primary evaluator.

**Openly:** with full knowledge of others (evaluatee).

**Other support staff:** include any certified staff other than teacher or administrator.

**Performance criteria:** are performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

**Position:** is a professional role in the school district such as: teacher, secondary principal, supervisor of instruction.

**Primary evaluator:** is the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.).

**Professional growth plan:** is a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives, and method for evaluation success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development or transformation plans.

**Post-conference:** is a meeting between the evaluator and the certified personnel employee to provide feedback from the evaluator. The evaluator and the certified personnel employee

analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan.

**Pre-conference:** is a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).

**Standards of performance:** are acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

**Summative evaluation:** is the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

**Teacher:** is any certified staff person who directly instructs students.

#### **Certified School Personnel Includes:**

**Administrator:** any staff person who devotes the majority of his/her employed time to service as a principal, assistant principal, head teacher, supervisor, coordinator, director, assistant director, administrative assistant, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, deputy superintendent.

**Teacher:** refers to any certified staff person who directly instructs students.

**Other support staff:** refers to any certified staff other than teacher or administrator, such as librarians, media, specialists, etc.

## **Jackson Independent Schools Certified Personnel Evaluation**

## **PURPOSE**

### **What is the Purpose?**

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

## **DEVELOPMENT OF SYSTEM**

### **Who Develops?**

The Superintendent shall recommend for Board approval an evaluation system, developed by an evaluation committee, for all certified employees which is in compliance with KRS 156.557 and 704 KAR 3:345.

### **Selection of District Evaluation Contact Person:**

The Superintendent shall designate a district office employee to serve as the evaluation contact person. This individual shall serve as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process.

### **Summative Evaluation Time line:**

Summative evaluation shall take place within 140 working days after the school year begins for teachers and prior to June 30 for administrators. All summative evaluations shall be submitted to the Superintendent on or before June 30 of each year.

### **Who Explains and Discusses District Evaluation Plan with Staff?**

The immediate supervisor will explain and discuss the criteria on which certified employees will be evaluated to all certified employees no later than the first month of reporting for employment on an annual basis.

### **Post-observation Process:**

Within five (5) working days following the classroom observation, the immediate supervisor will conduct post-observations or feedback conferences to review the data gathered during the observation period. These conferences will offer the supervisor opportunities to discuss the teaching/learning situation, to give guidance and encouragement and to provide specific recommendations for improvement.

### **Summative Conference Process:**

During the summative conference the supervisor will review all the evaluation materials collected during the formative evaluation phase with the teacher and provide the teacher with a copy of the completed evaluation instrument. In addition, the supervisor will inform the teacher that he/she may submit a written response and/or file an appeal with the District Appeals Committee.

### **Contents of Official Personnel File:**

The evaluation reports and any written responses made by the evaluatee and the individual professional growth plan will become a part of the evaluatee's official file.

## **GROWTH PLAN**

### **Development and Review of Individual Professional Growth Plan:**

A Professional Growth Plan is an integral component of the evaluation system. The Growth Plan shall be developed jointly by the evaluator and the evaluatee and must be aligned with the school/district improvement plan. Activities may include but may not be limited to workshops, visits to other classrooms and schools, consultation with resource teachers and instructional supervisors, and review of relevant literature. It is expected that every formative and summative CONFERENCE INCLUDE A DISCUSSION OF THE Professional Growth Plan. Needed revisions shall be made during the discussion or at any other time deemed appropriate. We assure that all certified staff members below the level of the district superintendent shall review Professional Growth Plans, at the minimum, annually.

## **RESPONSIBILITY**

- ❖ The building principal assumes responsibility for the evaluation of certified personnel in his/her building.
  - Assistant principals may assist the principal in the formative phase of the evaluation process.
  - Assistant principals may conduct classroom observations, collect data relevant to evaluation and may conduct post observation conferences.
  - The assistant principal will submit all information concerning the employee to the principal who will then conduct the summative conference.
- ❖ The Supervisor of the homebound program will evaluate the homebound instructors.
- ❖ The Superintendent/designee conducts the evaluation of all district administrators.
- ❖ The Jackson Independent Board of Education appraises the performance of the Superintendent.
  - Superintendents will adhere to the requirements for professional growth identified in KRS 156.111 and 704 KAR 3:406.

## **NOTIFICATION**

All immediate supervisors shall explain to and discuss with all certified school personnel the criteria on which they will be evaluated no later than the end of the first month of reporting for employment for each school year.

The Superintendent or his/her designee shall explain to and discuss with all administrators the criteria on which they will be evaluated no later than the end of the first month of reporting for employment for each school year.

## **EVALUATION CYCLE**

The evaluation of beginning teachers shall follow the procedures as outlined in The Beginning Teacher Internship Program Handbook (KTIP). A copy of the Internship



Summary Form shall be placed in the intern's personnel file. All information gathered during KTIP evaluations will be transferred onto the district approved summative evaluation form and placed in the employee's official personnel file.

Tenured teachers will be summatively evaluated a minimum of once during a three-year cycle. Additional data will be gathered during the entire three-year cycle and all data gathered will be presented during the end-of-cycle summative conference. Multiple observations and feedback conferences will be conducted with tenured teachers whose initial observations results are unsatisfactory. The summative evaluation form will be placed in the employee's official personnel file. All administrators will be evaluated annually and a copy of the summative evaluation form will be placed in the employee's official personnel file.

All certified personnel, below the level of the district superintendent, will complete an individual professional growth plan, aligned with the school or district improvement plan and will review the plan a minimum of once per year. Individual professional growth plans will be placed in the employee's official personnel file.

## **OBSERVATIONS**

All observations must be conducted openly, and materials/information collected during formative phase of the process must be made with the full awareness of the individual being evaluated. Notice shall be given the certified employee if information of data is gathered outside the formal process.

At the request of a teacher, the third party observer process described in KRS 156.557 and 704 KAR 3:355 will be used to assist the primary evaluator with observations.

If a summative evaluation instrument is marked unsatisfactory on any one or more standard or if an immediate change is required in teacher behavior or practice, a Corrective Action Plan must be developed. Steps in the corrective action process include:

Within five (5) working days of the observation, the principal and evaluatee shall meet and discuss the standard(s) for which the evaluatee was marked unsatisfactory. During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for future observations and meetings shall be developed.

Immediately following observation of an incident or occurrence that requires an immediate change in teacher practice or behavior, the principal and evaluatee shall meet and discuss the behavior or performance in need of immediate change. During this meeting, recommendations for improvement, specific actions for correcting the deficiencies, and a time frame for correcting the problem shall be developed.

The principal shall request another administrator trained, tested, and approved as an evaluator to assist by conducting a formal observation of the evaluatee.

A summative evaluation shall be conducted each year until the identified deficiency has been corrected. In the event the deficiency is not correctable and the teacher is a detriment to the school, steps may be taken to remove the teacher from his/her position.

## **REVIEW**

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file.

## **APPEAL PANEL**

The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557.

## **ELECTION**

Three members of the panel shall be elected by and from the certified employees of the District. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve.

## **TERMS**

All terms of panel members and alternate shall be for two (2) years and run from July 1 to June 30. Those members previously elected by certified employees may be reelected by certified employees.

## **CHAIRPERSON**

The members of the panel shall elect the chairperson of the panel.

## **APPEAL TO LOCAL PANEL**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee will be provided copies of all evaluation documentation at least five (5) days prior to the hearing. The certified employee may have representation of the choosing.

## **APPEAL TO KENTUCKY STATE BOARD OF EDUCATION**

All employees shall be made aware of their right to appeal procedural issues to the Kentucky State Board of Education.

## **APPEAL FORM**

The appeal shall be signed and in writing on a form prescribed by the District Evaluation Committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

### **CONFLICTS OF INTEREST**

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member of a panel member's immediate family appeals to the panel, the member shall not serve for the appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

### **BURDEN OF PROOF**

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

### **HEARING**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

### **PANEL RECOMMENDATIONS**

The panel shall issue a recommendation to the district Superintendent within fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as s/he deems appropriate of necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

### **REVISIONS**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with KRS 156.557 and 704 KAR 3:345. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

## **Kentucky Administrative Regulations**

### **TITLE 704**

#### **EDUCATION, ARTS, AND HUMANITIES CABINET KENTUCKY BOARD OF EDUCATION DEPARTMENT OF EDUCATION OFFICE OF LEARNING PROGRAMS DEVELOPMENT**

#### **704 KAR 3:345. Evaluation guidelines.**

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. See “**Glossary of Evaluation Terms and Definitions**”.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4.

(1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and

evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

## Section 5.

(1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that

occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and post conferences may be used at the discretion of the local district.

#### Section 6.

(1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5) (a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

- (1) Right to a hearing as to every appeal;
- (2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- (3) Right to presence of evaluatee's chosen representative.

Section 8.

- (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.
- (2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.
- (3) Examples of substantive change shall include a change in:
  - (a) Cycle;
  - (b) Observation frequency;
  - (c) A form; or
  - (d) An appeal procedure.
- (4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9.

- (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- (2) The appeal procedures shall be as follows:
  - (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
  - (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
  - (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
  - (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)



## **KRS 156.557 Standards for Improving Performance of Certified School Personnel**

**156.557 Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.**

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

- (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
- (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
- (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
- (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
- (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
- (g) Demonstration of the effective use of resources, including technology;
- (h) Demonstration of professional growth;
- (i) Adherence to the professional code of ethics; and
- (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

(a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.

(b) The local evaluation system shall include formative evaluation and summative evaluation.

1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:

a. Occur at the end of an evaluation cycle; and

b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

(c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:

1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;
2. Evaluation includes documentation that may lead to adverse employment decisions;
3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction

of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;

2. A clear time frame for proposed actions is provided the employee; and

3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

**Effective:** July 14, 2000

**History:** Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

## **Jackson Independent Board Policy Evaluation of Employees**

The district shall provide a continuous staff evaluation system, following guidelines as approved by the State Board of Education and local administrative regulations.

The purposes of the evaluation system are to improve instruction, to provide a measure of performance accountability to citizens, to provide encouragement and incentives for staff to improve their performance, and to support individual personnel decisions.

The evaluation shall be completed by immediate supervisors. In cases where a staff member is responsible to several supervisors, a primary evaluator will be designated by the superintendent. Other administrators may assist with evaluations, including conducting formal and informal observations.

All tenured staff shall be evaluated at a minimum of once every three years and more often if appropriate. Non-tenured certified staff shall be evaluated annually. Evaluation shall occur annually for administrators. Classified staff shall be evaluated at a minimum of once every year and more often if appropriate.

The evaluation process shall include a pre-conference (formative evaluation), formal observation, and a final conference (summative evaluation). Evaluations shall follow timelines and procedures as outlined in administrative regulations and shall be in writing. Prior to implementation the evaluation process, staff shall be oriented as to state laws, board policies, and administrative regulations.

Personnel shall be provided with written copies of all evaluation findings and shall have an opportunity to provide written response to any evaluation material placed in staff cumulative folders. Personnel shall have access to appropriate file to review any data by making a written request to the superintendent.

The evaluation system shall be reviewed annually for compliance with KRS 156.101.

## INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER	NEW and EXPERIENCED TEACHERS	
NON-TENURED	NON-TENURED	TENURED
less than one (1) year	one (1) through four (4) years	more than four (4) years
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.		
<i>FORMATIVE PHASE (data collection)</i>		
<b>Initial Conference and Pre-conference(s)</b> (prior to each observation) <ul style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ul>	<b>Pre-conference(s)</b> (prior to each observation) <ul style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ul>	<b>Pre-conference(s)</b> (prior to each observation) <ul style="list-style-type: none"> <li>1. who observes</li> <li>2. when observations are to occur</li> <li>3. where</li> <li>4. unit of study/lesson plan</li> <li>5. other exchange of information</li> </ul>
<b>Formative Observations</b> <ul style="list-style-type: none"> <li>*1. minimum of three (3) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>3. use KTIP Form</li> <li>*More observations may occur when results are unsatisfactory</li> </ul>	<b>Formative Observations</b> <ul style="list-style-type: none"> <li>*1. minimum of two (2) per year when results are satisfactory.</li> <li>2. prior to each formative conference</li> <li>*More observations shall occur when results are unsatisfactory</li> </ul>	<b>Formative Observations</b> <ul style="list-style-type: none"> <li>*1. minimum of one (1) every (3) three-year period when results are satisfactory</li> <li>2. prior to each formative conference</li> <li>*Multiple observations shall occur when results are unsatisfactory</li> </ul>
<b>Formative Conferences (post)</b> <ul style="list-style-type: none"> <li>*1. minimum of three (3) per year</li> <li>2. intern/intern committee</li> <li>3. conference with intern follows observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>6. written reports</li> <li>*More conferences may occur when observation results are unsatisfactory</li> </ul>	<b>Formative Conferences (post)</b> <ul style="list-style-type: none"> <li>*1. minimum of two (2) per year</li> <li>2. evaluator/evalutee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>*More conferences shall occur when observation results are unsatisfactory</li> </ul>	<b>Formative Conferences (post)</b> <ul style="list-style-type: none"> <li>*1. minimum of one (1) every (3) three-year period when results are satisfactory</li> <li>2. evaluator/evalutee</li> <li>3. within one (1) work-week following each observation</li> <li>4. open discussion of observation and feedback to teacher regarding performances/products</li> <li>5. discuss/establish/revise individual professional growth plan/activities</li> <li>*Multiple conferences shall occur when observation results are unsatisfactory</li> </ul>
<i>SUMMATIVE PHASE (decision-making)</i>		
<b>Summative Conference (post)</b> <ul style="list-style-type: none"> <li>1. discussion between intern and intern committee</li> <li>2. one time</li> <li>3. includes all data collected</li> <li>4. held at the end of the cycle</li> <li>5. completed (written) report provided to the intern</li> <li>6. establish/revise individual professional growth plan</li> </ul>	<b>Summative Conference (post)</b> <ul style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once each year</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ul>	<b>Summative Conference (post)</b> <ul style="list-style-type: none"> <li>1. discussion between person evaluated and evaluator</li> <li>2. once every (3) three-year period</li> <li>3. includes all evaluation data collected</li> <li>4. held at the end of the evaluation cycle</li> <li>5. completed (written) evaluation report provided to person evaluated</li> <li>6. establish/revise individual professional growth plan</li> </ul>
<b>Summative Evaluation</b> <ul style="list-style-type: none"> <li>1. one time</li> <li>2. summary/conclusions from all formal and informal evaluation data</li> <li>3. written report and decision</li> </ul>	<b>Summative Evaluation</b> <ul style="list-style-type: none"> <li>1. once each year</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ul>	<b>Summative Evaluation</b> <ul style="list-style-type: none"> <li>1. minimum of one (1) every (3) three-year period</li> <li>2. summary/conclusions from all evaluation data (formative and summative)</li> <li>3. written evaluation report</li> </ul>
<b>District teacher personnel files <u>shall contain</u>:</b> <ul style="list-style-type: none"> <li>1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle.</li> <li>2. Intern records maintained according to KTIP (16 KAR 7:010).</li> </ul> <b>District teacher personnel files <u>should contain</u>: (suggested best practice)</b> <ul style="list-style-type: none"> <li>1. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually).</li> </ul>		
<i>*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.</i>		
Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.		

## **Jackson Independent School Yearly Evaluation Timeline**

1. Orientation to the evaluation plan, including standards and performance criteria	No later than the end of the first month of employees reporting for work.
2. Develop individual professional growth plan for all certified personnel	No later than the end of the first month of employees reporting for employment.
3. Conduct pre-observation conference	Prior to October 15 <sup>th</sup> of each school year.
4. Conduct observations and conferences for collecting data regarding performance of non-tenured teacher interns.	Three observations and post observation conferences per school year following KTIP requirements: first by November 15; second by February 15; third by April 10.
5. Conduct observations and conferences for collecting data regarding performance of non-tenured teachers.	Based upon three formal observations and two conferences annually until tenure is achieved.
6. Conduct observations and conferences for collecting data regarding performance of tenured teachers.	Based upon three formal observations and two conferences every three years or as often as deemed necessary.
7. Non-teaching certified employees.	Based upon the tenured, non-tenured status.
8. Administrators	Pre-observation conference prior to October 15; formative and summative conferences prior to June 30; evaluated annually.
9. Continuous observations, conferences, corrective action plans.	At any time based upon necessity.
10. Distribute applications for the local evaluation appeals committee.	Within the month of May.
11. Assess, review, revise if applicable, the current year's professional growth plan.	No later than the last day of the school year.
12. Principal recommendation for non-renewal of contract (non-tenured).	Based in writing to the Superintendent no later than ten days following the summative conference.
13. Request for hearing by the local appeals committee.	Within ten days after receipt of the summative evaluation; local appeals committee conducts hearing of grievance within ten days of the written request.
14. Local appeals committee report.	Within 10 days of the hearing.

## Staff Evaluation Procedures

- I. Immediate supervisor will be the primary evaluator.
 

<b>Evaluatee</b>	<b>Evaluator</b>
A. Classroom Teacher, Special Teacher, Librarian, Counselors, Department Heads, Instructional Assistant, All Other Staff	Principal
B. Principal	Superintendent
C. Director of Pupil Personnel/Transportation	Superintendent
D. Director of Instruction	Superintendent
E. Superintendent	Board of Education
- II. Each Evaluatee will receive a copy of the pre-observation form, formative observation report and summative post-observation evaluation report within a week after the observation.
- III. All staff within one month of reporting for employment will have awareness training annually.
- IV. The evaluation plan is to be reviewed by a committee annually.
- V. Both the formative and summative reports will become a part of the personnel file.
- VI. All personnel are expected to meet the criteria standards to be considered satisfactory in Jackson Independent.
- VII. Intern Teachers & Intern Principals – The intern evaluation reports will replace the district's formative evaluations. A summative evaluation will have to be completed, however on all interns.
- VIII. All administrators without administrative tenure will be evaluated as a non-tenured teacher until they gain tenure at that particular position.

## **Orientation Plan**

### **Phase I**

In august of each year, but no later than the end of the first month of reporting for work for late staff positions, evaluators are to review the Evaluation Plan with certified personnel whom they will be evaluating. Each employee will be provided a copy of the plan handbook. The contents of the handbook will be reviewed with each certified employee and the forms and the timelines discussed.

Material needed:

- Copy of job description
- Copy of this handbook
- Copy of evaluation instrument(s)
- Copy of classroom observation guide
- Copy of pre-observation and individual growth plan form
- Copy of prior summative evaluation if available

Prior to the implementation of the evaluation program, the superintendent or designated representative will meet with the administrative staff to review the evaluation system. Make personnel assignments, and establish any further review the evaluation system, make personnel assignments, and establish any further necessary criteria. Following this in-service and administration orientation, the administrative staff will then meet with all district staff to present them with this handbook, review instruments to be used in the evaluation program, and to notify staff selected for review for this school year.

Prior to conducting formal evaluation procedures, all principals will attend professional growth in-service on the identification of effective teaching and management techniques, techniques for conducting observation, techniques for conducting evaluation conferences, and techniques for establishing improvement plans.

The conference is to be held prior to October 15 for administrators and teachers at a time mutually convenient to both parties and in an area that provides confidentiality. The evaluator should review the staff person's specific assignment for the year and take notes of any particular concerns in regard to student served, physical work conditions and work assignment. This conference should stress a supportive relationship between the person being evaluated and the supervisor. The staff member should be afforded an opportunity to state personal and professional goals he or she would like to reach this year and for the future. The staff member should provide a self-assessment of his or her work at this time for the purpose of diagnostic need for assistance and for motivation through development of growth goals.

A review of evaluation timelines should be conducted, as well as an opportunity provided to resolve any questions about the instruments to be used. The staff member should inform the evaluator of any schedule or time conflicts that would result in a meaningless observation so these times can be avoided.



Staff members should be made aware that the summative evaluation will be prepared from both formal observations of staff/student interaction and from work that is incidental to that interaction. Any particular areas for growth based on previous summative evaluation recommendations as determined by the administrator should be stated to the staff member directly and clearly, with suggested examples for desired change where possible.

The pre-observation conference should be documented in writing as to the date location, items discussed and specific objectives to be worked on that may not be referenced in the summative evaluation instrument. A pre-observation report and individual growth plan is to be submitted to the evaluator within five days of the conference. This report is to be prepared by the staff person being evaluated and approved by the evaluator.

## **Instruction for Completing the Growth Plan for Certified Staff /Individual Profession Growth Plan**

This plan is to be completed by the employee with assistance from the immediate supervisor.

### **Identified School/District Improvement Plan Goal and/or Objective**

(704 KAR 3:345 Section 4 (2) © states, “The evaluation system **shall** include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan shall be reviewed annually.**

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

### **Present Professional Development (PD) Stage**

(Select one of the PD stages that matches your personal stage of growth).

O=Orientation/Awareness

A=Preparation/Application

I=Implementation/Management

R=Refinement/Impact

### **Growth Goal(s) and Objectives**

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring I the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and objective(s)?

### **Procedures and Activities**

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s).

### **Additional Support**

List any additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal, mentor; I.M. Great, resource teacher.

### **Expected Impact**

Describe the expected impact in terms of improved student performance, change in teacher practice, or completion of finished product.

### **Target Dates for Completion/Review**

Identify the date that you plan to accomplish/review you individualized goal(s) and objective(s).

The superintendent will be provided opportunity for professional growth as identified in KRS 156.11 and 704 KAR 3:406.

## **Professional Growth and Evaluation Process/Guidelines for Administrators**

### **Principal Interns:**

Frequency of formative observations and summative evaluation stipulated in 704 KAR 20:470 (refer to Appendix).

### **Experienced Administrators:**

Summative evaluation shall occur annually (refer to 704 KAR 3:345 Section 4 (2) (h) in Appendix).



## Individual Professional Growth Plan

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**School Year:** 2008-2009

**Identified School/District Improvement Plan Goal and/or Objective:**

[Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.]

Present Professional Development Stage	Goal(s)	Objective(s)	Procedures and Activities	Additional Support	Expected Impact	Target Dates for Completion or Review

Employee's Comments: \_\_\_\_\_

Supervisor's Comments: \_\_\_\_\_

<b>Individual Growth Plan Developed:</b>	<b>Annual Review:</b> ___ Achieved;    ___ Revised;    ___ Continued
_____ <b>Employee's Signature</b> <b>Date</b>	_____ <b>Employee's Signature</b> <b>Date</b>
_____ <b>Supervisor's Signature</b> <b>Date</b>	_____ <b>Supervisor's Signature</b> <b>Date</b>

# **Jackson Independent Schools**

## **Annual Goal Statement Form for Administrators**

**School**\_\_\_\_\_

**School Year**\_\_\_\_\_

**Administrator**\_\_\_\_\_

**Current Date**\_\_\_\_\_

(Use one Goal Statement Form for each goal).

### **Goal Statement**

(State in general terms the goal to be achieved during the school year):

### **Achievement Strategies**

(List specific steps to be followed to achieve the goal):

### **Support Services**

(Identify physical, fiscal, personnel resources necessary to achieve the goal):

### **Appraisal Method**

(What process will be used to assess achievement of the goal?):

### **Feedback Conference**

(When will the supervisor provide feedback regarding achievement of the goal?):

### **Summative Conference Date**

(On what approximate date will the supervisor assess achievement of the goal?):

## Goal Statement Feedback Form

**Administrator**\_\_\_\_\_

**School** \_\_\_\_\_

**Evaluator**\_\_\_\_\_

### Feedback Conference

Administrator's assessment of progress toward achievement of goal (Describe the progress made in achieving the goal, sign, and date).

Evaluator's assessment of progress toward achievement of goal (Describe the progress made in achieving the goal, sign and date).

### Notes:

Any additional comments should be appended to this form and initialed by the principal and the evaluator. Typically, the administrator responds initially and the evaluator responds following the discussion.

## Goal Statement Feedback Form

**Administrator**\_\_\_\_\_

**School** \_\_\_\_\_

**Evaluator**\_\_\_\_\_

### **Goal:**

Feedback conference date(s):

Support services utilized:

Administrator's assessment of achievement of goal.

(Describe the achievement of the goal, sign, and date)

Evaluator's assessment of achievement of goal.

(Describe the achievement of the goal, sign, and date)

Evaluator's assessment of progress toward achievement of goal.

(Describe the progress made in achieving the goal, sign, and date)

\_\_\_\_\_  
**ADMINISTRATOR'S SIGNATURE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**EVALUATOR'S SIGNATURE**

\_\_\_\_\_  
**DATE**

(Signatures imply the information has been discussed)

Note: Any additional comments should be appended to this form and initialed by the principal and the evaluator.



## **Phase II Observations**

Observations may be conducted with or without prior notification to a staff member. They must be of sufficient time to accurately reflect both staff preparation for a particular activity and for a particular activity and for extended interaction with students. Observations may be conducted by the immediate supervisor or by other administrative staff.

The evaluator should be as little distraction to the evaluatee as possible and should not intervene unless there is a very unusual situation. The evaluator's presence should be acknowledged by the staff member, but no further dialogue should be expected during the time of observation.

The observer should complete the observation sheet and include suggestions for improvement for immediate feedback to the staff member. Other observation forms or techniques, such as scripting, may be used in addition to the approved observation form for teacher, but cannot be used as substitute for the approved form. Principals and other administrative staff may be observed through scripting of their activities.

Persons performing at or above expected levels will use this opportunity for further goal development. A conference should follow the observation within five working days to discuss the observation and to develop or refine the individual growth plan. The post-observation conference must include the observer, the immediate supervisor and the staff member who has been observed.

When suggestions for improvements are made, the evaluator should document resource help for the staff member and identify various activities or strategies that can be used by the staff member to make the needed improvements. Suggestions might include consultation with instructional resource staff, attendance at professional conferences, recommendations of professional readings, observations of demonstration teaching, clinical observations of videotaping of actual teaching, or forming a partnership with another staff person who excels in the defined area.

# Evaluation Standards and Performance Criteria for Teachers

The following performance evaluation standards and performance criteria are based on the Experienced Teacher Standards adopted June 1994 and revised May 1999 by the Education Professional Standards Board Upon the Recommendation of the Kentucky Council on Experienced Teacher Standards for Preparation and Certification.

## Evaluation Standards for Teachers

### **Standard 1: Demonstrates Professional Leadership**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

### **Standard 2: Demonstrates Knowledge of Content**

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

### **Standard 3: Designs/Plans Instruction**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **Standard 4: Creates/Maintains Learning Climate**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **Standard 5: Implements/Manages Instruction**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **Standard 6: Assesses and Communicates Learning Results**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **Standard 7: Reflects/Evaluates Teaching/Learning**

The teacher reflects on and evaluates teaching/learning.

### **Standard 8: Collaborates with Colleagues/Parents/Others**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### **Standard 9: Engages in Professional Development**

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

### **Standard 10: Demonstrates Implementation of Technology**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

## **Evaluation Standards and PERFORMANCE CRITERIA for Teachers**

**\*Replaced in February 2008 with the Kentucky Teacher Standards**

### **Standard 1:**

#### **Demonstrates Professional Leadership**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

#### **Performance Criteria:**

The extent to which the teacher:

- 1.1. Builds positive relationships within and between school and community.
- 1.2. Promotes leadership potential in colleagues.
- 1.3. Participates in professional organizations and activities.
- 1.4. Writes and speaks effectively.
- 1.5. Contributes to the profession knowledge and expertise about teaching and learning.
- 1.6. Guides the development of curriculum and instructional materials.
- 1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 1.8. Initiates and develops educational projects and programs.
- 1.9. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

### **Standard 2:**

#### **Demonstrates Knowledge of Content**

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

#### **Performance Criteria:**

The extent to which the teacher:

- 2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.
- 2.2. Communicates a current knowledge of discipline(s) taught.
- 2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the disciplines.
- 2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
- 2.5. Connects content knowledge to real-world applications.
- 2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
- 2.7. Analyzes sources of factual information for accuracy.
- 2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- 2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

### **Standard 3:**

#### **Designs/Plans Instruction**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

#### **Performance Criteria:**

The extent to which the teacher:

- 3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- 3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.
- 3.3. Integrates skills, thinking processes, and content across disciplines.
- 3.4. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- 3.5. Creates and uses learning experiences that are developmentally appropriate for learners.
- 3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
- 3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.
- 3.8. Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
- 3.9. Develops and implements appropriate assessment processes.
- 3.10. Secures and uses a variety of appropriate school and community resources to support learning.
- 3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
- 3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

### **Standard 4:**

#### **Creates/Maintains Learning Climate**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Performance Criteria:**

The extent to which the teacher:

- 4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- 4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- 4.3. Shows consistent sensitivity to individuals and responds to students objectively.
- 4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- 4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.
- 4.6. Encourages and supports individual and group inquiry.
- 4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
- 4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
- 4.9. Works with colleagues to develop an effective learning climate within the school

**Standard 5:**

**Implements/Manages Instruction**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Performance Criteria:**

The extent to which the teacher:

- 5.1. Communicates specific goals and high expectations for learning.
- 5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- 5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
- 5.4. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- 5.5. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- 5.6. Stimulates students to reflect on their own ideas and those of others.
- 5.7. Uses appropriate questioning strategies to help students solve problems and think critically.
- 5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.
- 5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- 5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- 5.11. Makes effective use of media and technologies.
- 5.12. Makes efficient use of physical and human resources and time.
- 5.13. Provides opportunities for students to use and practice what is learned.
- 5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

**Standard 6:**

**Assesses and Communicates Learning Results**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

**Performance Criteria:**

The extent to which the teacher:

- 6.1. Selects and uses appropriate assessments.
- 6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
- 6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
- 6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.
- 6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
- 6.6. Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

**Standard 7:**

**Reflects/Evaluates Teaching/Learning**

The teacher reflects on and evaluates teaching/learning.

**Performance Criteria:**

The extent to which the teacher:

- 7.1. Assesses and analyzes the effectiveness of instruction.
- 7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- 7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

#### **Standard 8:**

##### **Collaborates with Colleagues/Parents/Others**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

##### **Performance Criteria:**

The extent to which the teacher:

- 8.1. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- 8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- 8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
- 8.4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.
- 8.5. Secures and makes use of school and community resources that present differing viewpoints.
- 8.6. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- 8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
- 8.8. Analyzes previous collaborative experiences to improve future experiences.
- 8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

#### **Standard 9:**

##### **Engages in Professional Development**

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

##### **Performance Criteria:**

The extent to which the teacher:

- 9.1. Establishes priorities for professional growth.
- 9.2. Analyzes student performance to help identify professional development needs.
- 9.3. Solicits input from others in the creation of individual professional development plans.
- 9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
- 9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.

#### **Standard 10:**

##### **Demonstrates Implementation of Technology**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

##### **Performance Criteria:**

The extent to which the teacher:

- 10.1. Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3. Demonstrates knowledge of the use of technology in business, industry, and society.
- 10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- 10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.
- 10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- 10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- 10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
- 10.9. Designs lessons that use technology to address diverse student needs and learning styles.
- 10.10. Practices equitable and legal use of computers and technology in professional activities.
- 10.11. Facilitates the lifelong learning of self and others through the use of technology.
- 10.12. Explores, uses, and evaluates technology resources: software, applications, and related documentation.
- 10.13. Applies research-based instructional practices that use computers and other technology.
- 10.14. Uses computers and other technology for individual, small group, and large group learning activities.
- 10.15. Uses technology to support multiple assessments of student learning.
- 10.16. Instructs and supervises students in the ethical and legal use of technology.

## Standards and Indicators for School Improvement

<p><b>Standard 1: Academic Performance - Curriculum</b></p> <p>1.1a - Aligned with academic expectations, core content, program of studies  1.1b - Discussions among schools regarding curriculum standards  1.1c - Discussions among schools to eliminate overlaps, close gaps  1.1d - Vertical communication with focus on key transition points  1.1e - Links to continuing education, life and career options  1.1f - Process to monitor, evaluate and review curriculum  1.1g - Common academic core for all students</p>	<p><b>Standard 4 - Learning Environment - School Culture</b></p> <p>4.1a - Leadership supports a safe, orderly, and equitable environment  4.1b - Leadership belief that all children can learn at high levels  4.1c - Teachers hold high expectations for all students.  4.1d - Staff involved in decision-making  4.1e - Teachers recognize and accept their professional role in student success and failure  4.1f - Assigns staff to maximize opportunities for all students  4.1g - Teachers communicate regularly with families about individual students' progress  4.1h - There is evidence that the teachers and staff care about students  4.1i - Multiple communication strategies and contexts are used for the dissemination of information  4.1j - There is evidence that student achievement is valued and celebrated  4.1k - Equity and diversity are valued and supported</p>	<p><b>Standard 7 – Efficiency – Leadership</b>  <b>Instructional Decisions Focus On Support for Teaching/Learning, Learning Culture, and Developing Leadership Capacity</b></p> <p>7.1a – Leadership developed shared vision  7.1b – Leadership decisions are collaborative, data driven performance  7.1c – Leadership disaggregates data  7.1d – Leadership provides access to curriculum and data  7.1e – Leadership provides access to curriculum and data  7.1f – Leadership maximizes time effectiveness  7.1g – Leadership provides resources, monitors progress, removes barriers to learning  7.1h – Leadership ensures safe and effective learning  7.1i – Leadership ensures necessary SBDM policies  7.1j – SBDM has intentional focus on student academic performance  7.1k – Leader has skills in academic performance, learning environment, efficiency</p>
<p><b>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</b></p> <p>2.1a - Classroom assessments of student learning are frequent, rigorous, and aligned  2.1b - Teachers collaborate in the design of authentic assessment tasks aligned  2.1c – Students can articulate the expectations, know requirements  2.1d - Test scores are used to identify curriculum gaps.  2.1f - Performance standards are clearly communicated, evident in classrooms and observable  2.1g Assessment Program is coordinated by school and district leadership.  2.1h - Samples of student work are analyzed</p>	<p><b>Standard 5 – Learning Environment – Student, Family and Community Support</b></p> <p>5.1a – Families and communities active partners  5.1b – All students have access to all curriculum  5.1c – School provides organizational structure  5.1d – Student instructional assistance outside of classroom  5.1e – Accurate student record keeping system</p>	<p><b>Standard 8 – Efficiency – Organizational Structure and Resources</b>  <b>Organizes Maximizes Time, Space, Resources...</b>  <b>Organization of the School</b></p> <p>8.1a – Maximizes organization and resources for achievement  8.1b – Master schedule provides all students access  8.1c – Staffing based on student needs  8.1d – Staff's efficient use of time to maximize learning  8.1e – Team vertical and horizontal planning focused on improvement plan  8.1f – Schedule aligned with student learning needs</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a – Resources used, equitable  8.2b – Discretionary funds allocated on data based needs  8.2c – Funds aligned with CP goals  8.2d – State/Federal funds allocated with CP goals and data needs</p>
<p><b>Standard 3 - Academic Performance - Instruction</b></p> <p>3.1a - There is evidence that effective and varied instructional strategies are used in all classrooms.  3.1b - Instructional strategies and learning activities are aligned with the district, school, and state learning goals  3.1c - Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles  3.1d - Teachers demonstrate the content knowledge  3.1e - Teachers incorporate the use of technology in their classroom  3.1f - Instructional resources are sufficient to effectively deliver the curriculum  3.1g – Teacher collaboration to review student work  3.1h – Homework is frequent, monitored and tied to instructional practice</p>	<p><b>Standard 6 – Learning Environment – Professional Growth Development and Evaluation</b></p> <p>Researched-based, Professional Development and Performance  Evaluation to improve teaching and learning</p> <p><b>Professional Development</b></p> <p>6.1a – Long term professional growth plans  6.1b – Building capacity with on-going plans  6.1c – Staff development aligned with student performance goals  6.1d – School improvement goals connected to student learning goals  6.1e – PD ongoing and job embedded  6.1f – PD aligned to analysis of test data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a – School has clearly defined evaluation process  6.2b – Leadership provides sufficient PD resources  6.2c – Evaluations and growth plans effectively used  6.2d – Evaluation process meets or exceeds statutes  6.2e – Improvement plan identifies specific instructional leadership needs  6.2f – Leadership provides evaluation follow-up and support</p>	<p><b>Standard 9 – Efficiency – Comprehensive and Effective Planning</b>  School Improvement Plan...</p> <p><b>Defining the School's Vision, Mission, Beliefs</b></p> <p>9.1a – Collaborative process  Development of the Profile  9.2a – Planning process involves collecting, Managing and analyzing data  9.2b – Uses data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a – Plans reflect research/expectations for learning and are reviewed by team  9.3b – Staff analysis student learning needs  9.3c – Desired learning results are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a – Data used to determine strengths and limitations  9.4b – School goals are defined</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a – School improvement action steps aligned with goals and objectives  9.5b – Plan identifies resources, timelines &amp; person responsible  9.5c – Process to effectively evaluate plan  9.5d – Plan aligned with mission, beliefs, school profile, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a – Plan implemented as developed  9.6b – Evaluate degree of student learning set by plan  9.6c – Evaluate student performance according to plan  9.6d – Evidence to sustain the commitment to continuous improvement</p>

## Pre-Observation

*(To be completed by the teacher and observer before the classroom observation visit.)*

Teacher \_\_\_\_\_

Observer \_\_\_\_\_

Position \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Content Area/Grades \_\_\_\_\_

No. Students w/IEP's \_\_\_\_\_

No of Students \_\_\_\_\_

\*\*\*\*\*

*(To be completed by teacher and provided to the observer before the classroom observation.)*

Academic Expectations Targeted # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Major Lesson Content (Unit study) \_\_\_\_\_

Assessment of Lesson (Culminating Performance) \_\_\_\_\_

Special/unique situations or circumstances of which observer should be aware:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other comments/concerns: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Professional Growth (Area of Concentration) \_\_\_\_\_

\_\_\_\_\_

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
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## DATA COLLECTION SUMMARY

*(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)*

Observee \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

**Classroom Observation Information:**

Date \_\_\_\_\_

Unit of Study/Lesson \_\_\_\_\_

Time \_\_\_\_\_

Academic Expectations (No.'s) \_\_\_\_\_

*(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)*

<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>	
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
<b>1.1 Communicates concepts, processes, and knowledge.</b>	
Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.
<b>1.2 Connects content to life experiences of student.</b>	
Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.
<b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.
<b>1.4 Guides students to understand content from various perspectives.</b>	
Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.
<b>1.5 Identifies and addresses students' misconceptions of content.</b>	
Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.



<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>	
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
<b>2.1 Develops significant objectives aligned with standards.</b>	
Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based students' needs, interests and abilities.
<b>2.2 Uses contextual data to design instruction relevant to students.</b>	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instructions based on contextual i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
<b>2.3 Plans assessments to guide instruction and measure learning objectives.</b>	
Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
<b>2.4 Plans instructional strategies and activities that address learning objectives for all students.</b>	
Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
<b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.</b>	
Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking..	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>	
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
<b>3.1 Communicates high expectations.</b>	
Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives..	Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.
<b>3.2 Establishes a positive learning environment.</b>	
Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.
<b>3.3 Values and supports student diversity and addresses individual needs.</b>	
Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to support student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

<b>3.4 Fosters mutual respect between teacher and students and among students.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.
<b>3.5 Provides a safe environment for learning</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>	
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	
<b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
<b>4.2 Establishes a positive learning environment.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
<b>4.3 Uses time effectively.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
<b>4.4 Uses space and materials effectively.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses classroom space and material effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
<b>4.5 Implements and manages instruction in ways that facilitate higher order thinking.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>	
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.	

<b>5.1 Uses pre-assessments.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.
<b>5.2 Uses formative assessments.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses a variety of formative assessments to determine each student's progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.
<b>5.3 Uses summative assessments.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure students achievement.
<b>5.4 Describes, analyzes, and evaluates student performance data.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.
<b>5.5 Communicates learning results to students and parents.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.
<b>5.6 Allows opportunity for student self-assessment.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses technology to implement instruction that facilitates student learning.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>	
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
<b>6.1 Uses pre-assessments.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
<b>6.2 Uses available technology to implement instruction that facilitates student learning.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
<b>6.3 Integrates student use of available technology into instruction.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Integrates student use of technology into instruction to	Provides varied and authentic opportunities for all students

enhance learning outcomes and meet diverse students' needs.	to use appropriate technology to further their learning.
<b>6.4 Uses available technology to assess and communicate student learning.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
<b>6.5 Demonstrates ethical and legal use of technology.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, and equitable classroom environment that consistently promotes discerning and ethical use of technology

<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>	
The teacher reflects on and evaluates specific teaching/learning situations and/or programs	
<b>7.1 Uses pre-assessments.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.
<b>7.2 Uses data to reflect on and evaluate instructional practice.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.
<b>7.3 Uses data to reflect on and identify areas for professional growth.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Identifies areas for professional growth using appropriate data.	Reflects on the evaluations of student learning and instructional practices to identify and develop plans for professional growth.

<b>STANDARD 8: COLLABORATE WITH COLLEAGUES/PARENTS/OTHERS</b>	
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team member, think and solve problems, and integrate knowledge.	
<b>8.1 Identifies students whose learning could be enhanced by collaboration.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.
<b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

<b>8.3 Implements planned activities that enhance student learning and engage all parties..</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.
<b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Analyzes student learning data to evaluate the outcomes of collaboration and indentify nest steps.	Uses appropriate student performance data to describe, analyze and evaluate the impact of the collaborative activities on student learning and to identify next steps.

<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>	
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	
<b>9.1 Self assesses performance relative to Kentucky's Teacher Standards.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on the Kentucky Teacher Standards.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
<b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and beedback from colleagues.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Identifies priorities for professional development based on data from self-assessment, student performance and feed back fro colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.
<b>9.3 Designs a professional growth plan that addresses identified priorities.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.
<b>9.4 Shows evidence of professional growth and reflection on the identified priority ares and impact on instructional effectiveness and student learning.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact of instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>	
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
<b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Identifies leadership opportunities in the school, community, or professional organizations and selects one	Identifies leadership opportunities within the school, community, or professional organizations to advance

with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	learning, improve instructional practice, facilitate professional development of colleagues, or advocate position change; and selects an opportunity to demonstrate initiative, planning, organizations a and professional judgment.
<b>10.2 Identifies leadership opportunities that enhance student learning and/or professional environment of the school..</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.
<b>10.3 Implements a plan for engaging in leadership activities.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
<b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.</b>	
<b>Initial-Level Performance</b>	<b>Advanced-Level Performance</b>
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

# Jackson Independent School Walk-Through Observation Form

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Indicator	Satisfactory	Needs Improvement	Not Observed
Instructional Organization			
Presentation of Subject Matter			
Students "On-Task"/Involved			
Communication: Verbal and Non-Verbal			
Management of Student Conduct			
Physical Setting of Classroom			
Overall Classroom Performance			
Core Content Addressed			
Best Practices Implemented			
Appropriate Assessment Activities			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Please sign and return a copy to the building principal. This does not constitute a formal, evaluation observation. It is to be considered as a formative instrument used to acknowledge positive teaching methods as well as areas of instruction that you may want to address. Your signature does not indicate your agreement with this report but only that you have received a copy from the observer.

## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS-2008 ISLLC STANDARDS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions of each:*

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>1. Vision</b>	An education leader promotes the success of every student by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.</b>
<b>2. School Culture and Learning</b>	An education leader promotes the success of every student by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>
<b>3. Management</b>	An education leader promotes the success of every student by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b>
<b>4. Collaboration</b>	An education leader promotes the success of all students by <b>collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>
<b>5. Integrity, Fairness, Ethics</b>	An education leader promotes the success of every student by acting <b>with integrity, fairness, and in an ethical manner.</b>
<b>6. Political, Economic, Legal</b>	An education leader promotes the success of every student by <b>understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</b>



# Evaluation Standards and Performance Criteria for Education Administrators

*(All performance criteria may not apply to all administrative positions.)*

## Standard 1: Vision

An education leader promotes the success of every student by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Collaboratively develop and implement a shared vision and mission
<b>B.</b>	Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
<b>C.</b>	Create and implement plans to achieve goals
<b>D.</b>	Promote continuous and sustainable improvement
<b>E.</b>	Monitor and evaluate progress and revise plans

## Standard 2: School Culture and Learning

An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Nurture and sustain a culture of collaboration, trust, learning, and high expectations
<b>B.</b>	Create a comprehensive, rigorous, and coherent curricular program
<b>C.</b>	Create a personalized and motivating learning environment for students
<b>D.</b>	Supervise instruction
<b>E.</b>	Develop assessment and accountability systems to monitor student progress
<b>F.</b>	Develop the instructional and leadership capacity of staff
<b>G.</b>	Maximize time spent on quality instruction
<b>H.</b>	Promote the use of the most effective and appropriate technologies to support teaching and learning
<b>I.</b>	Monitor and evaluate the impact of the instructional program

## Standard 3: Management

An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that

<b>A.</b>	Monitor and evaluate the management and operational systems
<b>B.</b>	Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
<b>C.</b>	Promote and protect the welfare and safety of students and staff
<b>D.</b>	Develop the capacity for distributed leadership
<b>E.</b>	Ensure teacher and organizational time is focused to support quality instruction and student learning

## Standard 4: Collaboration

An education leader promotes the success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Collect and analyze data and information pertinent to the educational environment
<b>B.</b>	Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
<b>C.</b>	Build and sustain positive relationships with families and caregivers
<b>D.</b>	Build and sustain productive relationships with community partners

### **Standard 5: Integrity, Fairness, Ethics**

An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**

**Performances** – The administrator facilitates processes and engages in activities ensuing that:

<b>A.</b>	Ensure a system of accountability for every student’s academic and social success
<b>B.</b>	Model principles of self-awareness, reflective practice, transparency, and ethical behavior
<b>C.</b>	Safeguard the values of democracy, equity, and diversity
<b>D.</b>	Consider and evaluate the potential moral and legal consequences of decision-making
<b>E.</b>	Promote social justice and ensure that individual student needs inform all aspects of schooling

### **Standard 6: Political, Economic, Legal**

An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**

**Performances** – The administrator facilitates processes and engages in activities ensuring that:

<b>A.</b>	Advocate for children, families, and caregivers
<b>B.</b>	Act to influence local, district, state, and national decisions affecting student learning
<b>C.</b>	Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
<b>Notes</b>	

## Data Collection Summary

### Education Administrators

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee \_\_\_\_\_ Position \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

#### Observation Information:

Date \_\_\_\_\_ Activity Observed \_\_\_\_\_

Time \_\_\_\_\_ Product Critiqued \_\_\_\_\_

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

### Standards/Performance Criteria

<b>Standard 1: Vision</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
1.1 The vision and mission of the school are effectively communicated to staff, parents, students, and community	1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities	1.10 Assessing data related to student learning is used in developing the school vision and goals
1.3 The core beliefs of the school vision are modeled for all stakeholders	1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
1.4 The vision is developed with and among stakeholders	1.12 Barriers to achieving the vision is identified, clarified, and addressed
1.5 The contributions of school community members to the realization of the vision are recognized and celebrated	1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
1.6 Progress toward the vision and mission is communicated to all stake holders	1.14 Existing resources are used in support of the school vision and goals
1.7 The school community is involved in school improvement efforts	1.15 The vision and implementation plans are regularly monitored, evaluated, and revised
1.8 The vision shapes the educational programs, plans, and actions	Standard 1 (considerations for professional growth plan)

<b>Standard 2: School Culture and Learning</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
2.1 All individuals are treated with fairness, dignity, and respect	2.12 The school is organized and aligned for success
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals	2.13 Curricular, co-curricular, and extra-curricular programs and designed, implemented, evaluated, and refined
2.3 Students and staff feel valued and important	2.14 Curricular decisions are based on research, expertise of teachers, and the recommendations of learned societies
2.4 The responsibilities and contributions of each individual are acknowledged	2.15 The school culture and climate are assessed on a regular basis
2.5 Barriers to student learning are identified, clarified, and Acknowledged	2.16 A variety of sources in information is used to make decisions
2.6 Diversity is considered in developing learning experiences	2.17 Student learning is assessed using a variety of techniques
2.7 Lifelong learning is encouraged and modeled	2.18 Multiple sources of information regarding performance are used by staff and students
2.8 There is a culture of high expectations for self, student, and staff Performance	2.19 A variety of supervisory and evaluation models is employed
2.9 Technologies are used in teaching and learning	2.20 Pupils personnel programs are developed to meet the needs of students and their families
2.10 Student and staff accomplishments are recognized and celebrated	Standard 2 (considerations for professional growth plan)
2.11 Multiple opportunities to learn are available to all students	

<b>Standard 3: Management</b> <b><i>The education administrator facilitates processes and engages in activities ensuring that:</i></b>	
3.1 Knowledge of learning, teaching, and student development is used to inform management decisions	3.13 Stakeholders are involved in decisions affecting schools
3.2 Operational procedures are designed and managed to maximize opportunities for successful learning	3.14 responsibility is shared to maximize ownership and accountability
3.3 Emerging trends are recognized, studied, and applied as appropriate	3.15 Effective problem-framing and problem-solving skills are used
3.4 Operational plans procedures to achieve the vision and goals of the school are in place	3.16 Effective conflict resolution skills are used
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.17 Effective group-process and consensus-building skills are used
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.18 Effective communication skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.19 There is effective use of technology to manage school operations
3.8 Potential problems and opportunities are identified	3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
3.9 Problems are confronted and resolved in a timely manner	3.21 Safe, clean, and aesthetically pleasing school environment is created and maintained
3.10 Financial, human, and material resources are aligned to the goals of school	3.22 Human resources function support the attainment of school goals
3.11 The school acts entrepreneurially to support continuous Improvement	3.23 Confidentiality and privacy of school records are maintained
3.12 Organizational systems are regularly monitored and modified as needed	Standard 3 (considerations for professional growth plan)

<b>Standard 4: Collaboration</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
4.1 High visibility, active involvement, and communication with the larger community is a priority	4.10 Community stakeholders are treated equitably
4.2 Relationships with community leaders are identified and nurtured	4.11 Diversity is recognized and valued
4.3 Information, about family and community concerns, expectations, and needs is used regularly	4.12 Effective media relations are developed and maintained
4.4 There is outreach to different business, religions, political, and service agencies and organizations	4.13 Comprehensive program of community relations is established
4.5 Credence is given to individuals and groups whose values and opinions may conflict	4.14 Public resources and funds are used appropriately and wisely
4.6 The school and community serve one another as resources	4.15 Community collaboration is modeled for staff
4.7 Available community resources are secured to help the school solve problems and achieve goals	4.16 Opportunities for staff to develop collaborative skills are provided
4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals	Standard 4 (considerations for professional growth plan)
4.9 Community youth family services are integrated with school Programs	

<b>Standard 5: Integrity, Fairness, Ethics</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
5.1 Examines personal and professional values	5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
5.2 Demonstrates a personal and professional code of ethics	5.11 Recognized and respects the legitimate authority of others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.12 Examines and considers the prevailing values of the diverse school community
5.4 Serves as a role model	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.5 Accepts responsibility for school operations	5.14 Opens the school to public scrutiny
5.6 Considers the impact of one's administrative practices on others	5.15 Fulfills legal and contractual obligations
5.7 Uses the influence of the office to enhance the educational program rather than for personal gain	5.16 Applies laws and procedures fairly, wisely, and considerately
5.8 Treats people fairly, equitably, and with dignity and respect	Standard 4 (considerations for professional growth plan)
5.9 Protects the rights and confidentiality of students and staff	

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<b>Standard 6: Political, Economic, Legal</b> <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	
6.1 The environment in which schools operate is influenced on behalf of students and their families	6.5 Public policy is shaped to provide quality education for students
6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate	6.6 Lines of communication are developed with decision makers outside the school community
6.3 There is ongoing dialogue with representatives of diverse community groups	Standard 6 (considerations for professional growth plan)
6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	



### **Phase III**

### **Summative Evaluation**

The summative evaluation must be conducted by the immediate supervisor. The evaluation is to take place at a conference to be conducted within 140 working days after the school year begins for teachers and prior to June 30 for administrators. If non-renewal or demotion of an administrative member is being considered, the summative evaluation must be completed within 140 working days after the school year begins in order to provide due process hearing rights to the staff member.

The conference should be conducted no later than one work week following final evaluation activities. The meeting should be scheduled at a time mutually convenient to both parties and held at a location that provides confidentiality. The checklist evaluation instrument indicating both strengths and weaknesses should be completed prior to the conference by the evaluator with specific comments added where appropriate.

The staff members should have an opportunity to reflect his or her feelings and opinions and be made aware that a response in writing is an option.

The conference should be concluded with the completion of the summative evaluation report. A copy of the summative evaluation is to be filed in the staff member's personnel file in the superintendent's office. All copies of observations and supportive reports are to be maintained by the immediate supervisor for review if needed at a later date.

The marked indicators and comments from the summative evaluation report should become the basis for the Individual Growth Plan to initiate the next evaluation cycle.

**SUMMATIVE CONFERENCING FORM**  
**Education Administrators**  
**ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN**  
**SUMMATIVE EVALUATION**

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

**Standards/Performance Criteria**

1: Vision  <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Collaboratively developing and implementing a shared vision and mission				
B. Collecting and using data to identify goals, assess organizational effectiveness, and promote organizational learning				
C. Creating and implementing plans to achieve goals				
D. Promoting continuous and sustainable improvement				
E. Monitoring and evaluating progress and revising plans				
Overall rating for Summative Evaluation Form				

**SUMMATIVE CONFERENCING FORM**  
Education Administrators

<b>2: School Culture and learning</b>  <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Nurtures and sustains a culture of collaboration, trust, learning and high expectations				
B. Creates a comprehensive, rigorous, and coherent curricular program				
C. Creates a personalized and motivating learning environment for students				
D. Supervises instruction				
E. Develops assessment and accountability systems to monitor student progress				
F. Develops the instructional and leadership capacity of staff				
G. Maximizes time spent on quality instruction				
H. Promotes the use of the most effective and appropriate technologies to support teaching and learning				
I. Monitors and evaluates the impact of the instructional program				
<b>Overall rating for Summative Evaluation Form</b>				

<b>3: Management</b>  <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	Discussed
A. Monitors and evaluates the management and operational systems				
B. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources				
C. Promotes and protects the welfare and safety of students and staff				
D. Develops the capacity for distributed leadership				
E. Ensures teacher and organizational time is focused to support quality instruction and student learning				
<b>Overall rating for Summative Evaluation Form</b>				

**SUMMATIVE CONFERENCING FORM**  
Education Administrators

<b>4: Collaboration</b>  <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Collects and analyzes data and information pertinent to the educational environment				
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources				
C. Builds and sustains positive relationships with families and caregivers				
D. Builds and sustains productive relationships with community partners				
Overall rating for Summative Evaluation Form				

<b>5: Integrity, Fairness, Ethics</b>  <i>The education leader promotes the success of every student by:</i>	Performance/Product/Portfolio Ratings			Professional Growth
	(*More than one (1) rating can be checked)			Activities
	Meets	Growth Needed	Does Not Meet	Discussed
A. Ensures a system of accountability for every student's academic and social success				
B. Models principles of self-awareness, reflective practice, transparency, and ethical behavior				
C. Safeguards the values of democracy, equality, and diversity				
D. Considers and evaluates the potential, moral and legal consequences of decision-making				
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling				
Overall rating for Summative Evaluation Form				

**SUMMATIVE CONFERENCING FORM**  
Education Administrators

<b>6: Political, Economic, Legal</b>  <i>The education leader promotes the success of every student by:</i>	<b>Performance/Product/Portfolio Ratings</b>			<b>Professional Growth</b>
	(*More than one (1) rating can be checked)			<b>Activities</b>
	<b>Meets</b>	<b>Growth Needed</b>	<b>Does Not Meet</b>	<b>Discussed</b>
A. Advocates for children, families, and caregivers				
B. Acts to influence local, district, state, and national decisions affecting student learning				
C. Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies				
<b>Overall rating for Summative Evaluation Form</b>				

\*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

Tenured \_\_\_\_\_  
Non-Tenured \_\_\_\_\_

## Summative Evaluation For Teachers

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation)

Evaluatee \_\_\_\_\_ Grade/Content Area \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School \_\_\_\_\_

Date(s) of Observation(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

Date(s) of Conference(s) 1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

### Ratings:

#### Teacher Standards:

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

#### Meets

#### \*Does Not Meet

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Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

Evaluatee's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluator's Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### To be signed after all information above has been completed and discussed:

Evaluatee \_\_\_\_\_ Agree with this summative evaluation \_\_\_\_\_  
\_\_\_\_\_ Disagree with this summative evaluation \_\_\_\_\_ Signature

Evaluator \_\_\_\_\_ Signature

Opportunities for appeal processes at both the local and state levels are a part of Jackson Independent School district evaluation plan.

**Employment Recommendation to Central Office:** \_\_\_\_\_ Meets teacher standards for re-employment  
\_\_\_\_\_ Does not meet teacher standards for re-employment

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

*\*Any rating in the "does not meet" column requires the development of an Individual Corrective action Plan.*

**The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation.**

## Individual Corrective Action Plan For

\_\_\_\_\_

**Date** \_\_\_\_\_ **Worksite** \_\_\_\_\_

Standard No.	*Present "PG" Stage	Growth Objective/Goal(s)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

**Evaluatee's Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evaluator's Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Individual Corrective Action Plan Developed:		STATUS: Achieved _____ Revised _____ Continued _____	
_____	_____	_____	_____
(Evaluatee's Signature)	(Date)	(Evaluatee's Signature)	(Date)
_____	_____	_____	_____
(Evaluator's Signature)	(Date)	(Evaluator's Signature)	(Date)

**\*Professional Growth Plan Stages: O=Orientation/Awareness A=Preparation/Application  
I=Implementation/Management R=Refinement/Impact**

## **EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS**

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions of each:*

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>Standard 1. Vision</b>	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.
<b>Standard 2. School Culture and Learning</b>	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
<b>Standard 3. Management</b>	An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
<b>Standard 4. Collaboration</b>	An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
<b>Standard 5. Integrity, Fairness, Ethics</b>	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
<b>Standard 6. Political, Economic, Legal</b>	An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.



## SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

*Evaluatee* \_\_\_\_\_ *Position* \_\_\_\_\_

*Evaluator* \_\_\_\_\_ *Position* \_\_\_\_\_

*School/Work Site* \_\_\_\_\_

<b>Date(s) of Observation(s)</b>	<u>1<sup>st</sup></u> _____	<u>2<sup>nd</sup></u> _____	<u>3<sup>rd</sup></u> _____	<u>4<sup>th</sup></u> _____
<b>Date(s) of Conference(s)</b>	<u>1<sup>st</sup></u> _____	<u>2<sup>nd</sup></u> _____	<u>3<sup>rd</sup></u> _____	<u>4<sup>th</sup></u> _____

### Ratings:

#### Administrator Standards:

1. Vision

2. School Culture and Learning

3. Management

4. Collaboration

5. Integrity, Fairness, Ethics

6. Political, Economic, Legal

#### Meets

#### \*Does Not Meet

**Overall Rating**

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1.	2.	3.	4.	5.	6.
_____	_____	_____	_____	_____	_____

Evaluatee's Comments:

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Evaluator's Comments:

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**To be signed after all information above has been completed and discussed:**

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Evaluatee: ☐ Agree with this summative evaluation

☐ Disagree with this summative evaluation

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Evaluator:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Opportunities for appeal processes at both the local and state levels are a part of

\_\_\_\_\_ district's evaluation plan.

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**Employment Recommendation to Central Office:**

\_\_\_\_\_ Meets administrator standards for re-employment

\_\_\_\_\_ Does not meet administrator standards for re-employment

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.*

\*Any rating in the “does not meet” column requires the development of an Individual Corrective Action Plan.

## **Jackson Independent Schools**

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### **Central Office Staff Summative Report**

#### **I. Administrator’s Accomplishments/Strengths**

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#### **II. Problems or Areas of Growth/Improvement**

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\_\_\_\_\_ Satisfactory Evaluation

The administrator meets the expectations for the job and job description to the satisfaction of the evaluator.

\_\_\_\_\_ Unsatisfactory Evaluation

The administrator does not meet the expectations for the job and job description to the satisfaction of the evaluator.

Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_ Evaluatee: \_\_\_\_\_

## **Appeal of Evaluation**

Any certified employee not in agreement with the process or content of an evaluation may request a hearing with the local district appeals committee. This request must be in writing to the superintendent of schools and must be made within ten (10) days of receipt of the written summative evaluation.

The following guidelines will be followed in implementing the local district appeals process:

### **1. Appeals Committee Membership and Selection**

During the months of August and September each year an Appeals Committee comprised of three district staff will be named to serve for a one year period. Three members are to be elected from the certified staff. The superintendent is responsible for soliciting nominees from the entire staff at large, and for printing, dissemination, and counting ballots.

### **2. Committee Orientation**

Prior to October 1 of each year the superintendent or designee will conduct an orientation session with the Appeals Committee. The purpose of this meeting is to explain the committee's function, operating procedures, and to select a list of independent evaluators to recommend to the Board of Education.

### **3. Appeals Hearing**

Hearings before the Appeals Committee will be held at the district board of education office. Each side may be represented by counsel if desired, and each side may call witnesses for documentation. Both a written record and a tape recording of the hearing will be maintained. Either side may request a copy of the recording.

The Appeals Committee will appoint a hearing officer from the committee. This person is responsible for conducting the hearing, maintaining a record of the proceeding, and finalizing the committee report findings.

A written report of the committee findings will be prepared and submitted to the evaluator, the superintendent, and the evaluate within then )10) days of the hearing.

### **4. Appeals Committee Jurisdiction**

The Appeals Committee through its deliberations has the responsibility to determine the following:

- A. Whether or not the evaluation process complied with district and state regulations with regard to timelines and proper use of evaluation instruments.
- B. Whether or not professional judgments were documented by specific and concrete examples and whether or not this documentation depicted an established pattern of behavior.

The Appeals Committee as a result of its deliberations may render one of the following decisions:

- A. The summative evaluation findings may be upheld with or without comment.
- B. The summative evaluation findings may be found not to be in compliance. With this finding, the committee must provide written substantiation of non-compliance.

The committee in such cases may request one of the following:

- A. Further evaluation by the same evaluator following specified guidelines.
- B. An evaluation to be conducted by a consultant outside the district who has demonstrated expertise in evaluation. Such evaluations must include three (3) classroom observations over a period of thirty (30) days.

This independent evaluation must use the same instruments as the local plan. A written summative evaluation must be rendered within ten (10) working days following the third observation and must be completed prior to May 15 of the current school year.

The person appointed for the independent evaluation is to be selected by the Appeals Committee from a random drawing from a list of pre-determined evaluators certified by the Board of Education by November of the current school year.

Costs of the independent hearing are to be paid by the Board of Education if the local evaluation is overturned. Costs of the independent hearing if the local evaluation findings are upheld.

## **5. Further Appeals**

Procedural complaints regarding the local hearings may be referred to the state appeals committee as provided in state regulations.

## **Request for Appeal Hearing of Evaluation**

(Send Appeal to Chairperson of Appeal Panel)

Evaluatee \_\_\_\_\_

Appeal Date \_\_\_\_\_

Evaluator \_\_\_\_\_

School \_\_\_\_\_

Date of Evaluation Under Appeal \_\_\_\_\_

Statement of Appeal:

Appeal Response:

Date \_\_\_\_\_

I hereby grant permission to have my evaluation records presented to the Appeals Committee.

Signature

(Use attachments as needed)

## **Jackson Independent Certified Performance Responsibilities**

### **Classroom Teacher**

Qualifications: As set by State Certification Authorities

Reports to: Principal

Supervises: Students

Job Goal: To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

#### Performance Responsibilities:

- A. Meets and instructs assigned classes in the locations at the times designated.
- B. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district.
- C. Prepares for classes assigned and shows written evidence of preparation upon request of immediate supervisor.
- D. Encourages students to set and maintain standards of classroom behavior.
- E. Employs a variety of instructional techniques and instructional media consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- F. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
- G. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- H. Evaluates student progress on a regular basis.
- I. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- J. Assists in upholding and enforcing school rules, administrative regulations, and board policy.
- K. Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms.
- L. Attends and participates in faculty meetings.
- M. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
- N. Assists in the selection of books, equipment, and other instructional materials.
- O. Accepts a share of responsibility for co-curricular activities as assigned.

- P. Works to establish and maintain open lines of communication with students and their parents concerning progress of all assigned students.
- Q. Establishes and maintains cooperative relations with others.
- R. Provides for his/her own professional growth through an on-going program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.

Terms of employment: 187 Days

Evaluation: Performance of this job will be evaluated annually in accordance with provisions on the Board's Performance Management System.



## **Jackson Independent Certified Performance Responsibilities**

### **School Librarian**

Qualifications: As set by State Certification Authorities

Reports to: Principal

Supervises: Student and/or Volunteer Aides

Job Goal: To provide each student with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing, growth, and aid students in acquiring the skills needed to take full advantage of library sources..

#### Performance Responsibilities:

- A. Evaluates, selects, and requisitions new library materials.
- B. Assists teachers in the selection of books and other instructional material.
- C. Informs teachers and other staff members concerning new materials the library acquires.
- D. Maintains a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on use of the system.
- E. Arranges for interlibrary loan of materials of interest or use to teachers.
- F. Works with teachers in planning those assignments likely to lead to extended use of library resources..
- G. Promotes appropriate conduct of students using library facilities.
- H. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments..
- I. Presents and discusses materials with a class studying a particular topic, on the invitation of the teacher.
- J. Participates at curriculum meetings.
- K. Counsels with and gives reading guidance to students who have special reading problems or unusual intellectual interests..
- L. Arranges attractive book-related displays and exhibits.
- M. Prepares and administers the library budget.
- N. Supervises library aides in the performance of their duties.

Terms of employment: 187 Days

Evaluation: Performance of this job will be evaluated annually in accordance with provisions on the Board's Performance Management System.

## **Jackson Independent Certified Performance Responsibilities**

### **Substitute Teacher**

Qualifications: As set by State Certification Authorities

Reports to: Principal and Teacher

Supervises: Students

Job Goal: To assure the smooth and efficient operation of the classroom during the regular teacher's absence.

#### **Performance Responsibilities:**

- A. Meets and instructs assigned classes in the locations at the times designated.
- B. Maintains accurate, complete and correct records as required by district regulations.
- C. Prepares for classes assigned and shows written evidence of preparation upon request of immediate superior.
- D. Strives to implement the district's philosophy of education and instructional goals and objectives.
- E. Establishes and maintains cooperative relations with others.
- F. Responsible for extra service duties when it is the assignment of the teacher for whom he/she is substituting
- G. Responsible for knowing and following the safety rules and proper procedures associated with the responsibilities of their job.
- H. Perform other duties as assigned.

Terms of employment: As needed within the school district

Evaluation: Performance of this job will be evaluated annually in accordance with provisions on the Board's Performance Management System.

